

Music Subject Policy

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Policy Monitoring, Evaluation and Review

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Contents

1- Intent.....	Page 3
2- Implementation	
Progression of skills and knowledge.....	Page 5
Units of study.....	Page 10
Progression of vocabulary.....	Page 16
Enrichment and extra-curricular.....	Page 18
SEND	Page 19
Adaptive curriculum.....	Page 19
Challenge.....	Page 19
Equality, diversity and inclusion.....	Page 20
Health and safety considerations.....	Page 20
3- Impact	
Assessment and recording.....	Page 20
Monitoring.....	Page 20

Together We Make a Positive Difference

ENTHUSIASM

Offering a knowledge-rich, culturally inclusive, exciting curriculum that breeds enthusiasm for learning.

KINDNESS

Giving pupils the steps to succeed, respect others, work collaboratively and become kind, inclusive members of society.

RESPONSIBILITY

Teaching pupils to become responsible citizens to themselves, their families, the school, the community and the wider world.

RESILIENCE

Allowing pupils to make mistakes, the opportunity to adapt to change and build resilience to overcome adversity.

COURAGE

Providing the occasion for pupils to push boundaries, challenge their world view and be courageous in their decision making.

CURIOSITY

Fostering a culture of curious questioning, independent research, self-led learning and discovery through exploration.

Music Intent



Pupils learn to play a range of musical genres using instruments and technology.

Pupils listen to, and appraise, a broad range of musical styles and traditions.

Pupils develop an understanding of other cultures and styles, broadening their repertoire.

Pupils are expected to play, or sing, with increasing confidence, fluency, accuracy and control.

Pupils are encouraged to perform their compositions with increasing confidence.

Pupils are encouraged to use their imagination and creativity when composing.

The curriculum is enriched with live music and performances.

Pupils collaborate and peer-evaluate.

Pupils are responsible for using and looking after instruments and equipment.

Pupils are taught to use and understand musical notation.

Pupils are encouraged to represent the school as part of an ensemble or solo.

The curriculum inspires pupils to develop a love of music and their own talents.

Pupils have the opportunity to perform in and out of school.

Talent is nurtured and wider opportunities are sought.

Pupils are responsible for developing their craft through practice.

Pupils are taught to repeat sounds using aural memory.


Pupils are given the opportunity to express their views and opinions.

Pupils explore the work of great composers, musicians and cultures.

Music

Purpose of Study: Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The national curriculum for music aims to ensure that all pupils:

-  perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

KS1 pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
 - play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

KS2 pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
 - use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
 - develop an understanding of the history of music

Progression of Skills and Knowledge

Unit	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pulse	<p>I can keep a steady pulse with some accuracy (e.g. clapping, marching, tapping)</p> <p>I can imitate movements in response to music.</p> <p>I can explore, respond and identify long and short sounds.</p> <p>I can follow a simple graphic score.</p> <p>I can perform in a group.</p> <p>I can comment on my own and others' work.</p> <p>I know which piece of music was my favourite.</p> <p>I know that sounds can be described as short and long.</p>	<p>I can keep a steady pulse with some accuracy (eg clapping, marching, tapping and playing instruments)</p> <p>I can create, explore, respond and identify long and short sounds.</p> <p>I can comment on my own and others' work using musical vocabulary.</p> <p>I know how a piece of music makes me feel.</p> <p>I know the names of some un-tuned percussion instruments: drums, tambourine, maracas, castanets, claves, triangle, cymbals, bells.</p> <p>I know how to compose a rhythm and record it using a simple graphic score.</p>	<p>I can sing / play with good sense of pulse.</p> <p>I can demonstrate an understanding of the differences between pulse and rhythm through physical movement / playing/ singing.</p> <p>I can evaluate my own and others' work and make improvements using musical vocabulary.</p> <p>I know the names of some brass instruments: trumpet, tuba, trombone.</p> <p>I know the difference between pulse and rhythm.</p> <p>I know how to read stick notation for crotchets, paired quavers and crotchet rest.</p> <p>I know how to compose and record a rhythm using stick notation for</p>	<p>I can sing and play confidently, maintaining a steady pulse.</p> <p>I can maintain a part in a piece and respond to visual and aural cues.</p> <p>I can evaluate my own and others' work and make improvements using musical vocabulary.</p> <p>I can follow and lead simple performance directions, demonstrating my understanding of pulse.</p> <p>I know that ostinatos are used to create rhythmic patterns.</p> <p>I know how to read and follow standard Western notation.</p> <p>I know how to compose and record a rhythm using standard Western notation for crotchets, paired quavers and crotchet rests.</p>	<p>I can sing and play confidently, maintaining an appropriate pulse.</p> <p>I can follow and lead simple performance directions. (eg call and response patterns)</p> <p>I can maintain an independent part in a small group when playing or singing (e.g. a drone, ostinato, rhythm)</p> <p>I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. I can accept feedback and suggestions from others.</p> <p>I know that rhythms can be syncopated.</p> <p>I know the names of some tuned instruments: glockenspiel, keyboard, xylophone, chime bars.</p>	<p>I can maintain a strong sense of pulse throughout pieces with and without syncopation</p> <p>I can create simple rhythmic pieces which demonstrate understanding of rhythm / melodies / accompaniments.</p> <p>I can maintain an independent part in a group when singing or playing.</p> <p>I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary; accept feedback and suggestions from others.</p> <p>I know the difference between graphic notation and standard notation.</p> <p>I know how to compose and structure a simple</p>	<p>I can maintain a strong sense of pulse and recognise when going out of time.</p> <p>I can maintain an independent part in a group when singing or playing with an awareness of other parts / performers.</p> <p>I can play in regular (2/4, ¾, 4/4) and irregular (7/4, 5/4) timings.</p> <p>I can share opinions about own and others' music and be willing to justify these using musical vocabulary.</p> <p>I can listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</p>

			crotchets, paired quavers and crotchet rests.		I know how to compose a simple piece using ostinato and record using the letter names or rhythm notation.	piece and record using standard or graphic notation.	I know how to use and follow conductor's signals. I know how to create a composition that includes a rhythmic ostinato, melodic ostinato and a drone. I know how to record on a composition grid.
Voice	<p>I can sing songs which contain a small range of notes (2 or 3 notes for example)</p> <p>I can take turns when singing and be a good listener.</p> <p>I can perform actions to accompany songs (move like a snake, etc.)</p> <p>I know which song was my favourite.</p> <p>I know the difference between a high and low sound.</p>	<p>I can follow performance instructions, including starting and stopping with accuracy.</p> <p>I can sing and perform songs, which contain a small range of notes (3 - 5 notes for example), with growing confidence.</p> <p>I can recognise and represent higher and lower sounds using graphic notation.</p>	<p>I can sing, with accuracy, within a range of notes.</p> <p>I can follow and use performance instructions including, starting, stopping, dynamics and tempo.</p> <p>I can recognise and demonstrate the link between pitch and shape using graphic notation.</p>	<p>I can sing fluently.</p> <p>I can create, use and lead a group with performance instructions (tempo, dynamics, start, stop,)</p> <p>I can hear a melody and create a graphic score to represent it.</p>	<p>I can sing with an awareness of my breathing and pronunciation.</p> <p>I can sing fluently with confidence.</p> <p>I can use standard or graphic notation to create a melody.</p>	<p>I can sing and maintain an independent part.</p> <p>I can experiment and perform sounds made by my voice.</p> <p>I can follow and perform a vocal piece using a graphic / notated score.</p>	<p>I can experiment with and refine sounds with my voice.</p> <p>I can maintain a part in a performance with my voice.</p> <p>I can create and perform a vocal piece by following a graphic / notated score.</p>
Rhythm	<p>I can explore rhythm through play.</p> <p>I can create rhythms and suggest symbols to represent rhythms</p> <p>I can keep a</p>	<p>I can begin to play rhythmic patterns found in speech</p> <p>I can confidently copy given rhythms</p>	<p>I am beginning to recognise rhythmic patterns found in speech</p> <p>I can demonstrate I understand the differences between pulse</p>	<p>I can listen and copy rhythmic patterns</p> <p>I can play rhythms confidently while maintaining an appropriate pulse</p> <p>I can demonstrate</p>	<p>I can create simple rhythmic patterns</p> <p>I can confidently maintain an independent part when playing an instrument in a</p>	<p>I can use a variety of timbres and techniques when creating and playing music</p> <p>I can confidently maintain an</p>	<p>I can use a variety of musical devices, timbres, textures, techniques when creating and playing music</p> <p>I can confidently</p>

	<p>steady pulse with some accuracy while playing</p> <p>I can recognise and control changes in tempo</p> <p>I can listen to ideas from others, taking turns</p>	<p>I can begin to understand the differences between pulse and rhythm through physical movement, playing and singing</p> <p>I can use graphic notation to record rhythms</p> <p>I can listen to ideas from others and use them to help improve my work</p>	<p>and rhythm through physical movement, playing and singing I can perform with a good sense of pulse and rhythm</p> <p>I can use graphic notation to record rhythms</p> <p>I can offer comments about others' work and accept suggestions from others</p>	<p>I understand the differences between pulse and rhythm through playing an instrument</p> <p>I can create graphic notation to represent rhythm.</p> <p>I can offer comments about my own and others' work and accept suggestions from others</p>	<p>small group</p> <p>I can play confidently and fluently maintaining an appropriate pulse</p> <p>I can aurally identify, recognize, respond to and use musically basic symbols including Western notation</p> <p>I can offer comments about my own and others work and ways to improve, and I can accept feedback and suggestions from others</p>	<p>independent part when playing an instrument in a small group</p> <p>I can respond to and use musically basic symbols including Western notation</p> <p>I can critique my own and others' work and justify the comments</p>	<p>maintain an independent part when playing an instrument (smaller groups / more parts)</p> <p>I can follow staff and other notations while playing short passages of music</p> <p>I can critique my own and others' work, offering specific comments and justifying these.</p>
Pitch	<p>I can recognise and broadly control changes in timbre, tempo, pitch, and dynamics when playing instruments and vocally</p> <p>I can sing broadly in tune with a limited pitch range</p> <p>I can create music, and suggest symbols to represent sounds</p>	<p>I can sing in tune and perform songs, which contain a small range of notes (3 - 5 notes for example), with growing confidence.</p> <p>Recognise and broadly control changes in timbre, tempo, pitch, and dynamics when playing instruments and vocally</p>	<p>I can listen with increased concentration, responding appropriately to a variety of live and recorded music, through movement, sound-based and other creative responses.</p> <p>I can listen with increased</p>	<p>I can sing fluently. I can begin to create simple rhythmic patterns, melodies, and accompaniments</p> <p>I can begin to aurally identify, recognise, respond to and use musically graphic notation to represent basic changes in pitch within a limited range</p>	<p>I can sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.</p> <p>I can aurally identify, recognise, respond to, and use basic musical symbols including rhythms from standard Western notation and basic changes in pitch</p>	<p>I can begin to demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal</p> <p>I can begin to create music which demonstrates understanding of basic structure and</p>	<p>I can demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal</p> <p>I can create music which demonstrates understanding of structure and discuss the choices made</p>

	<p>I can comment on and respond to recordings of own voice, other classroom sounds and musical instruments</p>	<p>I can use graphic notation to record rhythms</p> <p>I can listen to ideas from others and use them to help improve my work</p>	<p>concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music.</p> <p>I can musically demonstrate increased understanding and use of basic musical features as appropriate to a specific music content, supported by verbal explanation, pictures, movements etc as appropriate</p> <p>I can begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notation.</p>	<p>I can offer comments about my own and others' work and accept suggestions from others</p>	<p>within a limited range.</p> <p>I can create simple rhythmic patterns, melodies, and accompaniments</p> <p>I can listen and evaluate a range of live and recorded music from different traditions, genres, styles, and times, responding appropriately to the contact. Share opinions about own and others' music and be willing to justify these.</p> <p>Share opinions about own and others' music and be willing to justify these.</p>	<p>discuss the choices made</p> <p>I can begin to use a variety of musical devices, timbres, textures, techniques etc when creating and making music.</p> <p>I can listen and evaluate a range of live and recorded music from different traditions, genres, styles, and times, responding appropriately to the contact. Share opinions about own and others' music and be willing to justify these.</p> <p>I can critique own and others' work, offering specific comments and justifying these.</p>	<p>I can use a variety of musical devices, timbres, textures, techniques etc when creating and making music</p> <p>I can listen and evaluate a range of live and recorded music from different traditions, genres, styles, and times, responding appropriately to the contact. Share opinions about own and others' music and be willing to justify these.</p> <p>I can critique own and others' work, offering specific comments and justifying these with musical examples and technical vocabulary.</p>
Technology	<p>To explore and change sounds and music through play and technology.</p> <p>To comment and respond to recordings of own voice, other classroom sounds.</p>	<p>To use technology to create and change sounds.</p> <p>To demonstrate an understanding of musical structure</p> <p>To comment and respond to recordings</p>	<p>To experiment changing and combining sounds, through technology.</p> <p>To comment and respond to a variety of live and recorded music, making statements and</p>	<p>To use technology to create, change and combine sounds.</p> <p>To recognise and use basic musical structure.</p> <p>To offer comments about mine and</p>	<p>To use voice, sounds, technology and instruments in creative ways.</p> <p>To recognise, respond and use basic musical structure.</p> <p>To comment about</p>	<p>To use voice, sounds, technology and instruments in creative ways.</p> <p>To use and identify key features of basic musical structure.</p> <p>To comment on and</p>	<p>To use a variety of musical devices when making music to include timbres, textures, techniques etc.</p> <p>To create music which demonstrates an understanding of</p>

	<p>To create music and suggest symbols to represent the sounds.</p> <p>To begin to demonstrate an understanding of musical structure</p>	<p>of own and other's compositions.</p>	<p>observations about musical structure.</p> <p>To demonstrate a deeper understanding of musical structure, through discussing musical structure.</p>	<p>other's work and accept suggestions from others with a focus on musical structure.</p>	<p>own and other's music, with a focus on the structure used.</p>	<p>evaluate the features of own and other's music, with a focus on the structure used.</p>	<p>structure and discuss the choices made.</p> <p>To listen, evaluate and share opinions about range of live and recorded music from different traditions, genres, styles and times with a focus on structure, using technical.</p> <p>To share opinions about own and others music and be willing to justify these, using technical vocabulary.</p>
<p>20th Century Music</p>	<p>To comment and respond to recorded music from different traditions, genres, styles, and times.</p>	<p>To listen to recorded music, and use one element, from different traditions, genres, styles, and times.</p>	<p>To listen to and use features of recorded music from different traditions, genres, styles, and times.</p>	<p>To listen to and use features of recorded music from different traditions, genres, styles, and times.</p>	<p>To listen to and use features of recorded music from different traditions, genres, styles, and times.</p> <p>To demonstrate quality of key musical skills and elements.</p>	<p>To use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.</p> <p>To experiment with voice, sounds, technology, and instruments in creative ways to explore new techniques.</p> <p>To listen to and evaluate a variety of recorded music from different traditions, genres, styles, and times.</p> <p>To critique own and other's work offering specific comments and justifying these.</p>	<p>To use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.</p> <p>To experiment with voice, sounds, technology, and instruments in creative ways to explore new techniques.</p> <p>To listen to and evaluate a variety of recorded music from different traditions, genres, styles, and times.</p>

Unit 1- Pulse						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
EYFS	Can I imitate movements in response to music? Scarfs or ribbon – one for each child	Can I imitate movements in response to music? Scarfs or ribbon – one for each child AND parachute Video evidence	Can I keep a steady pulse with some accuracy? Soft object to bounce on knees	Can I explore, respond and identify long and short sounds? Soft objects pot of some sort or jar etc with varying lengths of string inside x 2 for groups	Can I create a piece of music using long and short sounds? Animal cards and short and long lengths of string Photograph graphic scores and video performances – upload videos for following week for evaluation	Can I comment on my own and other people's performances? Videos of previous weeks compositions. Self assessment sheet for floor book
Year 1	Can I create, explore, respond and identify long and short sounds?	Can I create, explore, respond and identify long and short sounds? Small tambourine with drum skin. Drum, Tambor, Maracas, Castanets, Beaters? Blank graphic score flashcards to hold up.	Can I keep a steady pulse and perform simple rhythms with some accuracy?	Can I keep a steady pulse and perform simple rhythms with some accuracy? Untuned percussion	Can I create a group performance using instruments to keep the pulse or play a rhythm? Untuned percussion video performances – upload videos for following week for evaluation	Can I comment on my own and other peoples performances using year 1 vocab learnt? Videos of previous weeks compositions. Self assessment sheet for floor book
Year 2	Can I chant/ play with a good sense of pulse and perform using graphic notation?	Can I chant/ play with good sense of pulse and respond to visual and aural cues? Untuned percussion, rhythm sheets Video evidence	Can I read stick notation to represent crotchets and paired quavers and crochet rests? 4 pe hoops (sticks to create stick notations)	Can I compose my own piece using stick notation for crotchets, paired quavers and crochet rests?	Can I perform my composition as part of a group in time to the pulse? Untuned percussion video performances – upload videos for following week for evaluation	Can I comment on my own and other peoples performances using year 2 vocab learnt? Videos of previous weeks compositions. Self assessment sheet for floor book
Year 3	Can I sing and play confidently while maintaining a steady pulse? Cups	Can I use standard notation to compose my own rhythm using crotchets, paired quavers and crochet rests? Rhythm sheets	Can I apply word chants to rhythms and link each syllable to a musical note? Rhythm sheets	Can I use standard notation to compose my own rhythms using crotchets, paired quavers and crochet rests? Untuned percussion	Can I maintain a part in a piece and respond to visual and cues? Untuned percussion video performances – upload videos for following week for evaluation	Can I suggest ways to improve my own and others work using musical vocabulary? Videos of previous weeks compositions. Self assessment sheet for floor book
Year 4	Can I play confidently, identifying and maintaining a steady pulse? Untuned percussion	Can I perform and lead simple pieces in 4/4 and ¾ using ostinatos and drones? Tuned percussion Video evidence	Can I maintain an independent part in a small group piece that includes a ground bass, and offer comments about my own and others work and ways to improve? Tuned percussion (boom whackers for activity if needed) resource sheet	Can I maintain an independent part in a small group piece that includes a ground bass, and offer comments about my own and others work and ways to improve? Tuned percussion	Can I compose, perform and lead simple pieces, maintaining an independent part? Untuned and tuned percussion blank grid video performances – upload videos for following week for evaluation	Can I offer comments about my own and others work and ways to improve using appropriate musical vocabulary? Videos of previous weeks compositions. Self assessment sheet for floor book
Year 5	Can I play confidently, identifying and maintaining a strong sense of pulse? Untuned percussion	Can I create graphic notation to represent rhythms? Blank rhythm grid Photos of graphic scores	Can I independently maintain a part in a group performance? Untuned percussion, printed copies of rhythm sheets for starter.	Can I read and play musical notation to create rhythms? Untuned percussion notation sheet	Can I help to compose a group performance using either standard or graphic notation? Untuned percussion, grid sheets	Can I perform a composed piece as part of a group? Grid sheets and untuned percussion Video evidence Self assessment sheet for floor book
Year 6	Can I play confidently identifying and maintaining a strong sense of pulse and recognise when going out of time?	Can I play confidently identifying and maintaining a strong sense of pulse and recognise when going out of time? Beaters, drum sticks or claves for each pupil. Blank rhythm grid	Can I play in regular (2/4, ¾, 4/4) and irregular (7/4, 5/4) timings? Video evidence	Can I maintain an independent part in a group when singing or playing with an awareness of other parts/ performers? Untuned and tuned percussion	Can I maintain an independent part in a group when singing or playing with an awareness of other parts/ performers? Untuned and tuned percussion video performances – upload videos for following week for evaluation	Can I share opinions about my own and others' music and be willing to justify these using musical vocabulary? Videos of previous weeks compositions. Untuned and tuned percussion Self assessment sheet for floor book

Unit 2- voice						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
EYFS	Can I sing songs which contain a small range of notes and perform actions to accompany	Can I perform actions to accompany songs? Video evidence	Can I take turns when singing and be a good listener?	Can I sing songs which contain a small range of notes (2 or 3 notes for example)? A ball or object to pass	Can I sing songs which contain a small range of notes (2 or 3 notes for example), take turns and be a good listener and perform actions to accompany songs?	Can I sing songs which contain a small range of notes (2 or 3 notes for example), take turns and be a good listener and perform actions to accompany songs? Video performances. Self-assessment
Year 1	Can I sing and perform songs which contain a small range of notes using clear diction and pitch match with increasing accuracy?	Can I sing call and response songs which contain a small range of notes, pitch matching accurately and perform actions in time?	Can I sing and perform songs, which contain a small range of notes using dynamics and follow performance instructions including starting and stopping with accuracy?	Can I sing and perform songs, which contain a small range of notes, following instructions including starting and stopping with accuracy and recognise the changes of pitch within a song?	Can use dynamics and actions to enhance my performance, pitch match accurately and follow performance instructions and comment on my own performance?	Can use dynamics and actions to enhance my performance, pitch match accurately and follow performance instructions Video performances Self-assessment sheet for floor book
Year 2	Can I sing with accuracy and follow performance instructions (including starting and stopping)?	Can I sing with accuracy and follow performance instructions (including starting and stopping and using dynamics)?	Can I sing with accuracy and follow performance instructions. Recognise and demonstrate a link between pitch and shape using graphic notation? Words to song, paper to draw on.	Can I sing with accuracy and follow performance instructions (including starting and stopping and using dynamics and tempo)?	Can I sing with accuracy and follow performance instructions. Recognise and demonstrate a link between pitch and shape video performances	Can I sing with accuracy and follow performance instructions (including starting and stopping and using dynamics and tempo) and understand how to be a good listener? Self-assessment sheet for floor book video performances
Year 3	Can I sing fluently in unison and pitch match accurately?	Can I sing fluently in unison and pitch match accurately using dynamics?	Can I maintain my part when singing a song with more than one part?	Can I sing fluently in unison and use expression to convey the feeling of the song?	Can I use dynamics, expressions, and actions when I sing and follow performance directions? video performances	Can I perform with confidence in unison and in parts using dynamics, expressions, actions, and comment on my own and others performances? Self-assessment sheet for floor book
Year 4	Can I sing with awareness of my breathing and pronunciation and sing fluently and confidently?	Can I sing with awareness of my breathing and pronunciation and sing fluently and confidently?	Can I sing fluently and confidently and maintain an independent part and use graphic notation to create a melody? Graphic score sheets from resources	Can I sing fluently with confidence and with an awareness of my breathing and pronunciation?	Can I sing fluently with confidence and with an awareness of my breathing and pronunciation? video performances	Can I sing fluently with confidence and with an awareness of my breathing and pronunciation and comment on my own and others performances? Self-assessment sheet for floor book
Year 5	Can I sing and maintain a part with increasing awareness of other parts? Self-assessment grids.	Can I sing and maintain a part with increasing awareness of other parts and interpret the melody shape of a song in a graphic score format?	Can I sing and maintain a part with increasing awareness of other parts and experiment and perform sounds made by my voice?	Can I sing and maintain a part with increasing awareness of other parts?	Can I sing and maintain a part with increasing awareness of other parts? video performances	Can I comment on my own and other peoples performances using year 5 vocabulary learnt? Videos from last week, Self-assessment, Glossary activity
Year 6	Can I read and write graphic scores and perform sung interpretations of different pitches? Graphic scores	Can I experiment with and refine sounds and pitches with my voice? Blank grid	Can I maintain a sung part in a group performance with good awareness of other parts?	Can I maintain a sung part in a group performance with good awareness of other parts?	Can I work with a group to perform parts from a song with accurate pitch? video performances	Can I comment on my own and others performances? video performances, Self-assessment grids

Unit 3 Rhythm	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
EYFS	Can I keep a steady pulse with some accuracy while playing? Soft toys to bounce, percussion instruments (claves)	Can I begin to recognise changes in tempo? Tambourine. Percussion instrument for teacher	Can I explore rhythm through play? Percussion instruments	Can I begin to use pictures and images to represent sounds? Percussion instrument. Images to print and blank grid	Can I begin to use pictures and images to represent sounds? Graphic notation sheets from last week. Instruments. Video	Can I talk about my own and other children's performances? Videos from last week. Butterfly sheets printed out
Year 1	Can I demonstrate and explain the difference between rhythm and pulse?	Can I confidently copy given rhythms? Ribbons Video	Can I play along to a pulse and maintain a steady tempo?	Can I record rhythms and perform them using a graphic score? Pictures	Can I perform as part of a group and play rhythms in time? Untuned percussion Video evidence	Can I listen to ideas from others and use them to help improve my work? Upload recordings from last week to show
Year 2	Can I recognise and perform rhythmic patterns in songs?	Can I perform with a good sense of pulse and rhythm? Percussion instruments Video evidence	Can I perform with a good sense of pulse and rhythm? Percussion instruments	Can I use stick notation to record a rhythm and to help me perform it?	Can I perform in a group, playing rhythms accurately with a steady pulse? Record performances	Can I comment on my own and other peoples performances using year 2 vocabulary learnt? Performances from last week
Year 3	Can I play rhythms confidently whilst maintaining a consistent pulse?	Can I demonstrate the difference between pulse and rhythm when performing songs and playing instruments? Untuned percussion Video evidence	Can I play rhythms confidently whilst maintaining a consistent pulse? Graphic score printed for groups	Can I take part in a performance, follow musical signals and maintain a strong sense of pulse? Untuned percussion	Can I take part in a performance, follow musical signals and maintain a strong sense of pulse? Untuned percussion, rainy days composition sheets Record performances	Can I offer comments about others work and accept suggestions about my own work? Last weeks recordings Evaluation sheets
Year 4	Can I perform rhythmic phrases accurately whilst maintaining a steady sense of pulse? Rhythm grid	Can I follow rhythm notation, accurately play a rhythmic phrase and maintain a steady pulse? Untuned and tuned instruments Rhythm/notation cards Video evidence	Can I create and perform different rhythms and play confidently within a set structure? Stamp and clap activity Untuned percussion	Can I use graphic and standard notation to compose and notate rhythms and perform them to a steady pulse? Rhythm grid	Can I create and perform different rhythms and play them confidently with a set structure? Rhythm grids from last week record performances	Can I comment on my own and other peoples performances using year 4 vocabulary learnt? Videos from last week Self evaluation sheets
Year 5	Can I use and respond to basic musical symbols including standard notation? Rhythm clock sheets printed and activity sheets. Untuned percussion (one per group)	Can I use a variety of timbres and techniques when creating and playing music? 2x drums Percussion instruments for one group Record performances to watch straight back	Can I create and play rhythms within a range of time signatures? Worksheets	Can I use and respond to basic musical symbols including standard notation? Handouts	Can I maintain a rhythmic part in a group performance with an awareness of structure? Percussion instruments, video performance for next lesson	Can I comment on my own and other peoples performances using year 5 vocabulary learnt? Videos from last week. Evaluation sheets
Year 6	Can I interpret a graphic score and use it to perform? Graphic score resources	Can I read, play and identify short rhythmical passages using standard notation? Rhythm clock game sheets, Video evidence	Can I create and perform a piece using my awareness of timbre and texture? Instruments Rhythms from clock game	Can I maintain a part in a group performance where rhythms are on and off the beat? Ensure technology supports chrome music lab software	Can I notate and perform a piece of music using dynamics and tempo changes? Video performances	Can I comment on my own and other peoples performances using year 6 vocabulary learnt? Videos from last week, evaluation sheets

Unit 4 -Pitch						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
EYFS	Can I recognise and broadly control changes in pitch using my voice?	Can I use my voice to show different emotions through pitch?	Can I recognise how pitch can convey meaning and broadly control changes in pitch through movement? Evidence video	Can I comment on and respond to recordings of my own voice and changes in pitch? I pads needed for group work	Can I follow a graphic score to create music with different pitches? Evidence video	Can I sing 2 pitches in tune and follow a graphic score with different pitches?
Year 1	Can I identify and explain the difference between high and low pitched sounds? I pads needed for group work	Can I recognise changes in pitches when singing and listening to musical sounds? Untuned percussion needed x 3. 1 tuned percussion needed notes G and E	Can I use pitch and timbre to create my own composition? Untuned percussion and tuned percussion notes G and E for group work. Video evidence	Can I use my voice and instruments to show different pitches and timbres? Can I represent sound using a graphic score? Tuned and untuned percussion Story mountain(will ne needed for following lessons)	Can I use my voice and instruments to show different pitches and timbres? Can I represent a sound using graphic notation? Tune and untuned percussion	Can I comment on my own and others performances using year 1 vocabulary learnt? Perform to another class? Tuned and untuned percussion Evidence video
Year 2	Can I listen and respond appropriately to a musical stimulus through movement, sound-based and creative activities?	Can I demonstrate increased understanding of basic musical features such as pitch and dynamics? Tuned instruments	Can I demonstrate awareness of a link between shape, pitch and Rhythm using graphic notation? Tuned instruments Evidence- worksheet	Can I use graphic notation to show pitch, rhythm and dynamics and perform from the score? Tuned instrument with note c Untuned instruments	Can I understand how to use musical features such as pitch, rhythm and volume and demonstrate them in a performance? Evidence video	Can I comment on my own and others performances using year 2 vocabulary learnt? Videos from previous week. Evidence video to compare performances.
Year 3	Can I aurally identify basic changes in pitch within a limited range? Tuned instruments	Can I begin to create simple rhythmic patterns, meoldies and accompaniments? Tuned instruments Untuned percussion Evidence video	Can I aurally identify, recognise and use graphic notation to represent basic changes in pitch within a limited range? Tuned instruments Lego bricks Photos of lego scores	Can I begin to create simple rhythmic patterns, melodies and accompaniment? High pitched tuned instruments	Can I begin to create simple rhythmic patterns, melodies and accompaniment? High pitched tuned instruments Evidence video	Can I comment on my own and others performances using year 3 vocabulary learnt? Videos of performances from previous week
Year 4	Can I respond to songs and music creatively and explore different pitch sounds? Tuned instruments	Can I aurally recognise, use and respond to musical symbols and basic changes to pitch within a limited range? Tuned instruments Untuned percussion	Can I aurally recognise, use and respond to musical symbols and basic changes to pitch within a limited range? Tuned instruments Untuned percussion	Can I create simple rhythmic patterns, melodies and accompaniments? Tuned instruments Glocks, boomwhackers Evidence video	Can I create simple rhythmic patterns, melodies and accompaniments? Tuned instruments. Glocks, Boomwhackers Videos from last week. Laptops or ipads for chn Evidence video	Can I comment on my own and others performances using year 4 vocabulary learnt? Videos from last week. Tuned instrument for teacher.
Year 5	Can I understand the meaning of pitch and the pitch qualities of different instruments? Tuned instruments	Can I play from standard pitch notation in the treble clef? Tuned instruments	Can I begin to create music which demonstrates an understanding of basic structure and an awareness of contrasting pitches and melodies? Tuned instruments (glocks) Untuned percussion Evidence video	Can I begin to use a variety of musical devices and techniques when creating and making music? Tuned instruments	Can I demonstrate increasing confidence and skill when taking different roles in rehearsal and performance? Tuned instruments Untuned instruments Evidence video	Can I comment on my own and others performances using year 5 vocabulary learnt? Videos from last lesson. Self evaluation
Year 6	Can I listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately through composition and discussion? Tuned instruments (Glocks)	Can I use a variety of musical devices such as timbre, texture, dynamics and tempo changes when creating and making music? Tuned instruments Untuned instruments Video evidence	Can I create music which demonstrates understanding of basic structure with a focus on contrasting pitches and melodies? Tuned instruments Untuned instruments	Can I use a variety of musical devices such as timbre, texture, dynamis and tempo changes when creating and making music? Tuned instruments Untuned instruments	Can I demonstrate increasing confidence, expression, skill and levels of musicality when taking different roles in performance and rehearsal? Tuned instruments Untuned instruments	Can I critique my own and others work, offering specific comments and justifying these with musical examples and technical vocabulary? Perform to other year group (EYFS or year 1) Evidence video

Unit 5- Technology, structure and form						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
EYFS	Can I comment and respond to recordings of my own voice and other classroom sounds? Device to record voice on (iPad garage band/ voice changing microphones)	Can I record sounds using technology and use the sounds in songs? Device to record voice on (iPad garage band/ voice changing microphones) Evidence- recording of group work	Can I record sounds using technology and use the sounds in songs? Device to record voice on (iPad garage band/ voice changing microphones)	Can I use graphic symbols to help me remember sections of songs? Device to record voice on (iPad garage band/ voice changing microphones)	Can I use graphic symbols to help me remember sections of songs? Device to record voice on (iPad garage band/ voice changing microphones)	Can I begin to make comments about my own and other's performances? Device to record voice on (iPad garage band/ voice changing microphones) Evidence- record performances
Year 1	Can I demonstrate an understanding of musical structure? Handout for groups to write verse on- keep for following lesson.	Can I use technology to create and change sounds? Ipads to use garage band 1 per group.	Can I use technology to create and change sounds? Device to record song (ipad) Evidence- record class performing song	Can I demonstrate an understanding of musical structure?	Can I demonstrate an understanding of musical structure? Evidence- record performances	Can I comment and respond to recordings of my own and others compositions? Recordings of previous lesson
Year 2	Can I listen to, and make observations about a variety of live and recorded music?	Can I experiment changing and combining sounds through technology? Ipads/Chromebooks to use incredibox program Evidence- recording of group work	Can I experiment changing and combining sounds through technology? Ipads/Chromebooks to use incredibox program	Can I create and perform simple rhythms, following a given structure? Ipads/Chromebooks to use incredibox and launchpad program.	Can I create and perform simple rhythms following a given structure?	Can I comment on my own and other peoples performances using year 2 vocabulary learnt? Evidence- record performances
Year 3	Can I listen to and use features of music from other traditions, genres and times? Ipads/Chromebooks to use easybeats	Can I compose following the basic sections of song structure? Evidence- record performances. Save details of song created for next week.	Can I compose following the basic sections of song structure? Song lyrics from previous week	Can I use technology to create, change and combine sounds? Song lyrics from previous week	Can I compose following the basic sections of song structure? Evidence- record performances	Can I comment on my own and other peoples performances using year 3 vocabulary learnt? Recordings of previous lesson
Year 4	Can I recognise, respond and use multiple sections within song structure?	Can I recognise, respond and use multiple sections within song structure?	Can I use voice, sounds, technology and instruments in creative ways? Ipads for garageband	Can I use voice, sounds, technology and instruments in creative ways? Ipads for garageband	Can I use voice, sounds, technology and instruments in creative ways? Save evidence of garage band recordings so they can be used next week. Name them per group.	Can I comment on my own and other peoples performances using year 4 vocabulary learnt? last weeks garage band recordings.
Year 5	Can I use and identify some key features of musical structures?	Can I consider some musical devices when creating and playing music using technology? Chromebooks (bandlab) CREATE LOGIN PRIOR TO LESSON.	Can I consider some musical devices when creating and playing music using technology? Chromebooks- band lab Evidence- record performances	Can I use and identify some key features of musical structures?	Can I use and identify some key features of musical structures? Evidence- record performances	Can I comment on my own and others performances using year 5 vocabulary? Last weeks performances
Year 6	Can I listen to and evaluate the structure and key features of a range of music?	Can I use a variety of musical devices when creating and playing music? Chromebooks (band lab) CREATE LOGIN PRIOR TO LESSON. Save songs for next lesson. Evidence- record performances	Can I use a variety of musical devices when creating and playing music? Chromebooks (band lab)	Can I create music with a secure understanding of structure and the key features?	Can I create music with a secure understanding of structure and the key features? Evidence- record performances	Can I comment on my own and other peoples performances using year 6 vocabulary learnt? Last weeks performances

Unit 6- 21 st Century music						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
EYFS	Can I identify and perform features of country music? String instruments?	Can I identify and perform features of big band music? Insturments Record video	Can I identify and perform features of beatboxing?	Can I create a piece of music using features of other genres? Stringed instruments, untuned percussion	Can I create a piece of music using features of other genres? Stringed instruments, untuned percussion Evidence- record performances	Can I comment on my own and other's performances? Device to record voice on (iPad garage band/ voice changing microphones)
Year 1	Can I identify and perform features of contemporary folk music?	Can I identify and perform features of experimental music? Musical instruments to explore- use a variety..	Can I identify and perform features of disco music? Evidence- recording of group work Untuned percussion	Can I create and practise a piece of music using features of other genres?	Can I create and improve a piece of music using features of other genres? Evidence- record performances	Can I comment on my own and others performances using year 1 vocabulary learnt? Recordings of previous lesson
Year 2	Can I identify and perform features of Film music? Tuned and untuned percussion	Can I identify and perform features of The Beatles	Can I identify and perform features of modern Bhangra Drums to experiment sounds with	Can I create a piece of music using features of different genres? Lyrics from Beatles lesson.Graphic score sheet for children to complete	Can I create a piece of music using features of different genres? Evidence- record performances	Can I comment on my own and other peoples performances using year 2 vocabulary learnt? Self assessment sheets
Year 3	Can I identify and perform features of house music? Ipads/Chromebooks to use easybeats	Can I identify and perform features of reggae music? Untuned percussion, tuned insturments	Can I identify and perform features of Rock n roll music? Percussion instruments or use body percussion	Can I create a piece of music using features of different genres? Instruments, sheets to write compositions down.	Can I create and practise a piece of music using features of other genres? Instruments and sheets from last week. Evidence- record performances	Can I comment on my own and other peoples performances using year 3 vocabulary learnt? Recordings of previous lesson Self assessment sheets
Year 4	Can I identify and perform features of minimalism?	Can I identify and perform features of musicals? Score to record compositions	Can I identify and perform features of pop music? Sheets to record composition down	Can I create a piece of music using features of different genres? Rhythms from lesson 1, phrases from lesson 2 and hook form lesson 3 Sheet to write composition down	Can I create and practise a piece of music using features of different genres? Resources from last week. Record performances	Can I comment on my own and other peoples performances using year 4 vocabulary learnt? last weeks performances. Self assessment sheets
Year 5	Can I identify and perform features of Jazz music?	Can I identify and perform features of expressionism? Chromebooks (bandlab) CREATE LOGIN PRIOR TO LESSON.	Can I identify and perform features of film music? Chromebooks- band lab Evidence- record performances	Can I create a piece of music using features of different genres? Instruments and sheet for composition	Can I create and practise a piece of music using features of different genres? Resources from last week. Record performances	Can I comment on my own and others performances using year 5 vocabulary? Last weeks performances. Self assessment sheets
Year 6	Can I identify and perform features of hip hop music?	Can I identify and perform features of minimalism music? Instruments or body percussion Sheet to record work on.	Can I identify and perform features of wartime music? Tuned instruments	Can I create a piece of music using features of different genres? Instruments or body percussion and sheet for composition	Can I create and practise a piece of music using features of different genres? Resources from last week. Evidence- record performances	Can I comment on my own and other peoples performances using year 6 vocabulary learnt? Self assessment sheets Last weeks performances

Key Vocabulary

Unit	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pulse	Pulse, beat, tempo, genre, graphic score, compose.	Pulse, tempo, staccato, rhythm, syllable, ostinato, compose, un-tuned percussion.	Duration, stick notation, time signature, crotchet, genre, internalising words, ostinato, paired quavers, pulse, rhythm, beat, dynamics, rest, round, tempo, percussion.	Crotchet, ostinato, paired quavers, pulse, rest, rhythm, tempo, texture, conductor, percussion, standard notation.	Bass line/ ground bass, drone, internalising words, rhythmic ostinato, pentatonic scale, pulse, syncopation, tempo, time signatures, rhythm, riff, off beat.	Crotchet, crotchet rest, graphic notation, minim, pulse, quaver, rhythm, semibreve, standard notation, structure, tempo, texture, stave, time signature.	Dynamics, ostinato, pentatonic, pulse, rhythm, tempo, bassline, semiquaver, composer, conductor, timbre, drone, ternary, triplets, piano, pianissimo, forte, fortissimo.
Voice	Dynamics, melody, pitch, pitch-match, pulse.	Dynamics, graphic score, melody, pause, pitch, pitch-match, pulse, tempo.	Dynamics, graphic score, melody, pitch, pitch-match, pulse, tempo	Dynamics, melody, pitch, pulse, tempo.	Pulse, tempo, pentatonic scale, harmony, scale, octave, ostinato, dynamics, phrase, tone.	Dynamics, graphic score, melody, pitch, pulse, rhythm, tempo.	Harmony, pulse, scale, tempo.
Rhythm	Graphic notation, ostinato, pulse, rhythm, tempo.	Pulse, tempo, dynamics, rest, rhythm.	Crotchet, ostinato, paired quavers, pulse, rhythm, stick notation, tempo, timbre.	Graphic notation, ostinato, pulse, phrase, rhythm, rhythm notation, tempo, texture.	Pulse, tempo, canon, dynamics, melody, ostinato, phrase, pitch, rhythm, ternary form, texture.	Crotchet, minim, ostinato, pulse, quaver, rhythm, semibreve, timbre, tempo, texture, time signature, bar, stave.	Crotchet, minim, quaver, semibreve, dynamics, pulse, rhythm, timbre, texture.
Pitch	Dynamics, pitch, glissando, melody, tempo, graphic score.	Pulse, tempo, dynamics, melody, pitch, interval, glissando.	Pulse, tempo, dynamics, crescendo, diminuendo, graphic notation,	Pulse, tempo, dynamics, interval, melody, motif, ostinato, pentatonic, pitch,	Pulse, tempo, harmony, octave, ostinato, phrase, pitch, scale, tempo, timbre, tone.	Pulse, tempo, chord, harmony, interval, melodic phrase, minimalist music, motif,	Pulse, tempo, arpeggio, chord, harmony, interval, melodic phrase, motif, ostinato,

			pitch, rhythm, score, volume, conductor.	round, structure, texture, timbre		ostinato, pitch, rhythm.	pitch, rhythm, tone, semitone, texture, timbre, tone cluster.
Technology	Pitch, Tempo, Structure, Melody, Audio recording, Pitch changer, Body percussion	Pitch, Tempo Structure, Call and response, Repeated verse, Melody, Audio recording, Drum loop, Pitch changer, Body percussion	Pitch, Tempo Structure, Verse, Chorus, AB music, Melody, Beatboxing, audio recording, incredibox, launchpad, body percussion	Pitche, tempo, pulse, structure, intro,verse,chorus,outro, AB music, melody, beatboxing, audio recording, body percussion	Pitch, tempo, pulse, rhythm, structure, into, verse, chorus, bridge, outro, AB music, melody, bandlab, garageBand, samples, Audio recording, Audio FX, Reverb	Pitch, tempo, pulse, rhythm, structure, into, verse, chorus, middle 8, outro, AB music Melody, Bandlab, Samples, Audio FX, Reverb, Rap	Pitch, tempo, pulse, rhythm, texture, structure, into, verse, chorus, middle 8, outro, AB music Melody, Bandlab, Samples, Audio FX, Reverb, Rap
20th Century Music	Dynamics, genre, improvisation, lyrics, melody, rhythm, verse, chorus	Acoustic instruments, dynamics, genre, graphic score, groove, pulse, solo, lyrics, melody, rhythm, strophic form, tempo, texture, timbre.	Bar, bridge, chaal rhythm, dhol, dynamics, genre, graphic score, lyrics, melody, ostinato, pitch, rhythm, semitones, tempo, texture, timbre, tumbi	Bridge, chords, genre, graphic notation, hi-hat, kick drum, looped samples, lyrics, melodies, rhythm, synthesiser, tempo, upbeat,	Bridge, genre, graphic score, harmonies, hook, melodies, motif, pentatonic scale, phasing, phrase, rest, rhythms, standard notation, tempo, texture,	Atonal, bent note, dissonance, dynamics, genre, graphic notation, harmonies, improvisation, melodies, motif, pentatonic scale, pitch, pulse, rhythm, rondo, standard notation. Swung rhythms, syncopation, tempo, texture, unison, # (sharp sign)	Beat, chord, dj-ing, dynamics, genre, harmony, improvisation, melody, natural note, ostinato, phasing, rapping rhythms, samples, solos, swung (rhythm), textures.

Enrichment



- African drumming workshop (Year 2)
- Turntables (Year 5)
- Weekly singing assemblies
- Rocksteady concerts
- Christmas carol concert
- Orchard Mead annual performance (Year 5)
- Nativity

Extra-curricular



- Choir club
- Rocksteady
- Samba drumming
- Singing Club

SEND

All children across Fosse Mead Primary Academy receive quality first teaching. Those children who have been identified as having additional needs may require additional strategies and/or resources to enable them to succeed in their learning. These adaptations are considered at a pupil level and will vary dependent on need. There is also the use of the Leicestershire Music hub SEND scheme which is used and adapted in the Bumble Bee base.

Adaptive curriculum

For children who do not have an age-appropriate level of literacy, Fosse Mead Primary Academy provide an adaptive curriculum. The aim of this is to ensure they have full access to the curriculum and the learning intended within music as a subject. To achieve this, pupil work or outcomes may be recorded differently to their peers.

These adaptations include but are not limited to:

- Adults scribing pupil voice
- 1:1 or small group support
- Providing hands on resources where possible
- To use stories and props as a springboard for discussion
- Scaffolded sheets

Challenge

At Fosse Mead Primary Academy, children are continually challenged to explore their creativity and develop their skills in music. For example, they are encouraged to create more complex compositions.

Equality, diversity and inclusion

At Fosse Mead Primary Academy, we are dedicated to creating an educational environment in music where equality, diversity, and inclusion (EDI) are fundamental principles guiding our interactions, teaching, and community engagement. We believe that a diverse and inclusive music program enriches the educational experience and prepares our students for a global society.

Health and safety considerations

Fosse Mead Primary Academy takes the health and safety of all pupils and staff seriously. Teachers will carry out a risk assessment before each activity considering the instruments and equipment being used. Before undertaking practical tasks, pupils should be taught to use instruments correctly in order to ensure safety. Within music there are no special considerations beyond those already in place.

Assessment and recording

At Fosse Mead Primary Academy, we utilise an assessment tracker grid to effectively assess skills in each music unit. This grid allows educators to assess students' understanding and mastery of key concepts and techniques throughout the creative process. By categorising skills, we provide clear benchmarks for students to strive towards, fostering a sense of achievement and motivation. This systematic approach not only helps teachers identify areas for improvement but also empowers students to take ownership of their learning, encouraging them to reflect on their musicality development as they progress through each unit.

Monitoring

At regular intervals throughout the year, the music leader will conduct work scrutiny, lesson observations and discussions to monitor the effectiveness of our music provision. The responsibility for assessing the standards of children's work and the quality of music teaching lies with the subject leader. The Curriculum Leader provides strategic leadership and direction for music within the school. The music leader supports colleagues in their teaching practices and ensures they are informed about current developments and best practices in the subject